
Standardized Testing and Reporting (STAR) Program



Internet Reports

Explaining 2008 STAR Program Summary Results to the Public

Assistance for School District and School Staff

- Test Reporting Facts
- Overview of Internet Report
- Sample Internet Reports

August 2008

Prepared by the
California Department of Education

Available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>

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Purpose of This Packet

Summary results of the 2008 Standardized Testing and Reporting (STAR) Program are scheduled to be posted and released to the public on the California Department of Education (CDE) STAR Results Web page at <http://star.cde.ca.gov/> on August 14, 2008. These Internet reports will include state, county, school district, and school results of the spring 2008 administration of tests within the STAR Program.

The purpose of this packet is to provide information and materials for county offices of education, school districts, schools, and the media to use to: (1) access summary results on the Internet; (2) respond to questions from the public as they arise; and (3) assist the media in their coverage of this annual release. This packet features an outline of the STAR Program tests taken by students in spring 2008, fact sheets about those tests, an overview of the Internet reports, sample Internet reports, a glossary of related terms and acronyms, and a list of Internet resources.

Additional material for school district and school administrators, who are responsible for informing the public and the media, is available in two assistance packets posted in June 2008 on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These packets are as follows:

- *Student Reports—Interpreting 2008 STAR Program Test Results: Information for School District and School Staff*
- *Student Reports—Explaining 2008 STAR Program Student Reports to Parents and Guardians: Resources for Use by School District and School Staff*

These packets include questions and answers about the tests in the STAR Program, sample letters, sample student reports, and parent guides that accompany the reports. Questions and answers about the STAR Program tests also are available in *Understanding 2008 STAR Program Tests: Information for School District and School Staff* (February 2008) at the same Web page address given above.

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Overview of Key Program Components

The Standardized Testing and Reporting (STAR) Program is designed primarily to help measure how well students are achieving the California content standards and to provide information about how well schools and school districts are meeting state and federal accountability requirements. All students in grades two through eleven should participate in the STAR Program each spring, including students with disabilities and students who are English learners.

The STAR Program for 2008 has six components:

- The **California Standards Tests (CSTs)** measure students' achievement of California content standards in English–language arts, mathematics, science, and history–social science. These tests are for students in grades two through eleven.
- The **California Achievement Tests, Sixth Edition (CAT/6 Survey)** measure students' achievement of general academic knowledge in core subjects. These norm-referenced tests provide national comparisons for students in grades three and seven only.
- The **California Modified Assessment (CMA)** measures students' achievement of California content standards in English–language arts, mathematics, and, in grade five, science. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education. These tests are for grades three through five in 2008.
- The **California Alternate Performance Assessment (CAPA)** measures students' achievement of California content standards in English–language arts, mathematics, and science. This alternate assessment is for students in grades two through eleven who have significant cognitive disabilities and cannot take the CSTs, even with accommodations or modifications.

- The **Standards-based Tests in Spanish (STS)** measure students' achievement of California content standards in reading/language arts and mathematics in Spanish. This assessments are for Spanish-speaking English learners in grades two through seven in 2008.
- The **Aprenda: La prueba de logros en español, Tercera edición (Aprendo 3)** measures students' achievement of general academic knowledge in Spanish. This norm-referenced test is for Spanish-speaking English learners in grades eight through eleven in 2008.

Group test results for schools, school districts, counties, and the state will be posted on August 14, 2008, on the STAR Results Web page at <http://star.cde.ca.gov/>. For student privacy, individual student's test results and test results for groups or schools with ten or fewer scores are not posted.

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Key Reporting Dates

June 2008	<i>Student Reports—Interpreting 2008 STAR Program Test Results: Information for School District and School Staff; and Student Reports —Explaining 2008 STAR Program Student Reports to Parents and Guardians: Resources for Use by School District and School Staff</i> posted on the STAR Program Resources Web page at http://www.cde.ca.gov/ta/tg/sr/resources.asp
August 2008	<i>Internet Reports—Explaining 2008 STAR Program Summary Results to the Public: Assistance for School District and School Staff</i> posted on the STAR Program Resources Web page at http://www.cde.ca.gov/ta/tg/sr/resources.asp
August 11, 2008	Preliminary 2008 STAR Results secure Web page opened to school districts for review
August 13, 2008	Preliminary 2008 STAR Results Web page opened for the media with embargo
August 14, 2008	<p>State Superintendent of Public Instruction news conference and teleconference held for the media</p> <p>News release regarding 2008 STAR Program results distributed to the media, school districts, and county offices of education</p> <p>Preliminary 2008 STAR Program results for schools, school districts, counties, and the state posted on the STAR Results Web page at http://star.cde.ca.gov/ (This includes results for schools and school districts that completed testing and submitted tests for scoring by July 1.)</p>
September 2008	Updated preliminary 2008 STAR Program results posted on the Internet, including results for schools and school districts that completed testing during July and August
December 2008	Final 2008 STAR Program results posted on the Internet, including demographic data corrections that school districts made after the August and September 2008 Internet postings

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Tests and Subjects by Grade

The check marks (√) in the chart that follows show the required tests at each grade.

Tests and Subjects	Grade									
	2	3	4	5	6	7	8	9	10	11
California Standards Tests (CSTs)										
English-Language Arts	√	√	√*	√	√	√*	√	√	√	√
Mathematics	√	√	√	√	√	√†	√‡	√‡	√‡	√‡
History-Social Science							√	√‡	√‡	√‡
Science				√			√	√‡	√‡§	√‡
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)										
Reading		√				√				
Language		√				√				
Spelling		√				√				
Mathematics		√				√				
California Modified Assessment (CMA)										
English-Language Arts		√	√	√						
Mathematics		√	√	√						
Science				√						
California Alternate Performance Assessment (CAPA)										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
Science				√			√		√	
Standards-based Tests in Spanish (STS)										
Reading/Language Arts	√	√	√	√	√	√				
Mathematics	√	√	√	√	√	√				
Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)										
Reading							√	√	√	√
Language							√	√	√	√
Mathematics							√	√	√	√
Spelling							√			

* For the CST in English-language arts, students in grades four and seven also complete a writing task. The score for the writing task is combined with results of multiple-choice questions to produce the overall score for English-language arts.

† Students in grade seven who are completing Algebra I take the CST in Algebra I.

‡ Testing required for students completing a standards-based course for which there is an end-of-course CST.

§ Students in grade ten take the Grade Ten California Life Science Standards Test. In addition, most grade ten students take an end-of-course CST in science.

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Facts About the California Standards Tests

The California Standards Tests (CSTs) were developed specifically for California public schools. The purpose of the CSTs is to determine how well students are achieving the California content standards in English–language arts, mathematics, history–social science, and science. In 2008, the CSTs were given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program.

Student Participation

All students who participate in the STAR Program, except those with significant cognitive disabilities, take the CSTs and/or the California Modified Assessment (CMA). Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA) if their individualized education program (IEP) indicates their participation in this test. Students in grades three and seven who take the CSTs and/or the CMA also take the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) for their respective grade.

Most students with disabilities and students who are English learners take the CSTs under standard conditions. Others may receive special assistance when taking the CSTs. This assistance takes the form of test variations, accommodations, or modifications. A complete list of the allowable test variations, accommodations, and modifications for students with disabilities and variations for students who are English learners is outlined in the following two documents:

- *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)* (for all statewide assessments except the CMA)
- *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)* (for all statewide assessments except the CMA)

These documents are available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Test Content

All of the CSTs are aligned to state content standards in English–language arts, mathematics, history–social science, and science. The CSTs are given in specific grades and subjects or for specific courses. Students take two, three, four, or five CSTs depending on their grade or course enrollment. There are different types of CSTs, which are described on pages 11 through 13.

The CST blueprints (documents that show the specific content standards tested on each CST) are available on the STAR CST Blueprints Web page at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>.

Released CST questions from previous test administrations are posted on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These released questions are to be used in

conjunction with Guidelines on Academic Preparation for State Assessments, which is posted on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Question Format

Questions for all the CSTs, except the writing tasks in grades four and seven, are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored. For the CST in English–language arts, students in grades four and seven respond to a writing task or prompt in addition to multiple-choice questions. The written responses are scored by trained readers.

Writing Tasks

The writing tasks in grades four and seven address the writing applications strand of the state content standards in English–language arts.

In grade four, students are required to produce one of three types of writing: narratives (stories), summaries, or responses to literature. In grade seven, students are required to produce one of four types of writing: fictional narratives, persuasive essays or letters, summaries, or responses to literature.

In spring 2008, students in grade four were required to write a response to literature, and students in grade seven were required to write a persuasive letter as a part of the CST in English–language arts. Each student's response was scored using a four-point holistic rubric or scoring guide, with four being the highest score.

That score was doubled and combined with results of the multiple-choice questions to produce the overall score and performance level for the CST in English–language arts.

Additional information about the writing tasks is available in teacher guides for grades four and seven on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These guides include sample writing tasks with student work, teacher commentaries about the work, and rubrics used to score the student writing.

Reporting CST Results

Individual student and summary results on the CSTs are reported in accordance with performance levels approved by the State Board of Education. These levels establish the cut points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular performance level. The five performance levels designated for reporting CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

CST results also are reported as scale scores that range from 150 to 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350. The current scale score ranges corresponding to each performance level for all subjects and grades on the CSTs can be found on pages 15 through 17.

Reporting Summary Results

Summary scores reported for the CSTs include the average (mean) scale score and the percentage of students scoring at or above the proficient level for each grade and subject tested.

Internet summary CST results are reported for schools, school districts, counties, and the state on the STAR Results Web page at <http://star.cde.ca.gov/>. In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students. CST scores are used along with results of other state tests to meet state and federal accountability requirements.

Additional Information

Additional information about the STAR Program, including the CSTs, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>, by contacting the STAR Office at 916-445-8765, or at the email address STAR@cde.ca.gov.

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Types of California Standards Tests

Some of the California Standards Tests (CSTs) are based on the California content standards for a single grade and are taken only by students enrolled in that grade. Some CSTs are based on selected content standards for more than one grade for a single subject. Other CSTs are based on the content standards for specific courses that may be taken by students in several grades. The list that follows provides more information about these different types of CSTs.

CSTs Based on Content Standards for One Specific Grade

The following CSTs are designed to address the content standards for a specific grade and subject:

- CSTs in English–language arts for grades two through eleven
- CSTs in mathematics for grades two through seven
- CST in history–social science for grade eleven
- CST in science for grade eight

CSTs Based on Selected Content Standards from Multiple Grades for a Single Subject

The following CSTs address selected content standards from multiple grades or courses for a single subject:

Mathematics CSTs:

- **General Mathematics**
This test covers selected content standards from grades six and seven. It is only for students in grades eight and nine who will not complete Algebra I, Integrated Mathematics 1, or a higher mathematics course during the school year. Students in grade eight who are not taking a mathematics course also take the General Mathematics CST.

- **Summative High School Mathematics**

This test covers selected content standards for Algebra I, Geometry, and Algebra II. It is for students in grades nine through eleven who completed Algebra II or Integrated Mathematics 3 the previous school year or for students in grade eleven who are completing a course higher than Algebra II or Integrated Mathematics 3 by the end of the current school year. This requirement applies to students in grades nine through eleven whether or not they are currently taking a higher level mathematics course.

History–Social Science CST:

- **Grade Eight**

This test covers selected content standards from grades six through eight. It is required for students in grade eight.

Science CSTs:

- **Grade Five**

This test covers selected content standards from grades four and five. It is required for students in grade five.

- **Grade Ten California Life Science Standards Test**

This test covers selected content standards from middle school life sciences and high school biology. It is required for students in grade ten.

CSTs Based on Content Standards for a Course (End-of-Course CSTs)

The following CSTs are designed to address the content standards for courses available at the secondary level:

Mathematics CSTs for grades eight through eleven:

- Algebra I*
- Geometry
- Algebra II
- Integrated Mathematics 1
- Integrated Mathematics 2
- Integrated Mathematics 3

* Grade seven students are eligible to take the CST in Algebra I if they are completing an Algebra I course.

Science CSTs for grades nine through eleven:

- Earth Science
- Biology
- Chemistry
- Physics
- Integrated/Coordinated Science 1
- Integrated/Coordinated Science 2
- Integrated/Coordinated Science 3
- Integrated/Coordinated Science 4

History–Social Science CST for grades nine through eleven:

- World History

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Scale Scores on the California Standards Tests

Scale scores are widely used to report student performance on educational tests, including the California Standards Tests (CSTs), which are a key component of the Standardized Testing and Reporting (STAR) Program. For all CSTs, scale scores are reported along with the corresponding performance levels achieved (i.e., advanced, proficient, basic, below basic, and far below basic). On the CSTs, higher scale scores indicate higher levels of performance, while lower scores indicate lower levels of performance.

Scale Score Range for the CSTs

CST scale scores range from a low of 150 to a high of 600. The minimum scale score required to score at the proficient level is 350. The state target is for all students to score at the proficient or advanced level. Information on the scale score ranges for STAR Program tests can be found on pages 15 through 17.

An Important Note . . .

It is important to keep in mind that any single score, including a scale score, shows the results for only one measure of a student's academic achievement. No test or score is intended for use as the complete measure of a student's knowledge and skills. Administrators, teachers, parents, and guardians always should use other available information (e.g., other test results, grades, teacher judgments, or ratings) about student achievement in conjunction with state test results. This is particularly important when decisions to be made from the achievement information can lead to significant consequences for students.

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Scale Score Ranges for the Performance Levels of the California Standards Tests (By Subject and Grade)

The 2008 results for each subject tested (English–language arts, mathematics, history–social science, and science) are reported in accordance with scale scores and the corresponding performance levels, as shown in the tables that follow. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on scale scores and performance levels can be found under “Facts About the California Standards Tests” on pages 8 through 10.

English–Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

Mathematics

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

History–Social Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8	150–270	271–299	300–349	350–395	396–600
World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8	150–252	253–299	300–349	350–402	403–600
10 Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

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Facts About the California Achievement Tests, Sixth Edition Survey

The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) are a series of nationally norm-referenced tests that measure general academic knowledge. In California, this series is administered to students in grades three and seven only. A norm-referenced achievement test is a component of the Standardized Testing and Reporting (STAR) Program (*Education Code* Section 60642).

Student Participation

All students in grades three and seven who take the California Standards Tests (CSTs) and/or the California Modified Assessment (CMA) also take the CAT/6 Survey for their respective grades.

Most students with disabilities and students who are English learners take the CAT/6 Survey under standard conditions. Others may receive special assistance when taking the CAT/6 Survey. This assistance takes the form of test variations, accommodations, or modifications. A complete list of the allowable test variations, accommodations, and modifications for students with disabilities and variations for students who are English learners is outlined in the following two documents:

- *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)* (for all statewide assessments except the CMA)

- *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)* (for all statewide assessments except the CMA)

These documents are available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Test Content

By design, the CAT/6 Survey reflects the content of curricula used across the nation. The subjects tested on the CAT/6 Survey include reading, language, spelling, and mathematics. The reading and language tests measure vocabulary, reading comprehension, and writing skills. The mathematics test includes problem solving, basic operations, and procedures.

Question Format

Questions on the CAT/6 Survey are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four or five possible choices. All multiple-choice questions are machine scored.

Reporting Summary Results

The CAT/6 Survey makes up a series of commercial, nationally norm-referenced tests that allow for national comparisons. To determine a score, each student's performance is compared to the performance of a nationally representative group of students from the same grade that

previously took the CAT/6 Survey. This group of students is known as the “norm” group. As with other norm-referenced tests, the CAT/6 Survey scores include national percentile ranks (NPRs). For example, a 50th NPR means that the student scored as well as or better than 50 percent of the students in the norm group.

Summary scores reported for the CAT/6 Survey include the NPR corresponding to the average scale score and the percentage of students scoring above the 25th, at or above the 50th, and above the 75th NPRs for each subject and grade tested.

Internet summary CAT/6 Survey results are reported for schools, school districts, counties,

and the state on the STAR Results Web page at <http://star.cde.ca.gov/>. In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students. CAT/6 Survey results are used along with results of other state tests to meet state accountability requirements.

Additional Information

Additional information about the CAT/6 Survey can be found on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/> and the CTB/McGraw-Hill Web site at <http://www.ctb.com/> (Outside Source).

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Facts About the California Modified Assessment

The California Modified Assessment (CMA) is a modified assessment for students with disabilities in grades three through five who have an individualized education program (IEP) and meet the eligibility criteria. The purpose of the CMA is to determine how well students are achieving California's content standards in English-language arts, mathematics, and science.

Student Participation

The CMA is taken by students who, in addition to having an IEP, meet the following criteria adopted by the State Board of Education:

- **Previous Participation**—The student took a California Standards Test (CST) and scored below basic or far below basic in the subject tested and may have taken the CST with a modification; or

The student scored proficient or advanced on the California Alternate Performance Assessment (CAPA) Level II-V in two previous years.

- **Objective Multiple Measures**—Objective evidence of academic progress (or lack of progress), based on multiple measurements over a period of time, indicates that the student will not achieve grade-level standards as measured by a proficient performance level on the CST, even with accommodations.

- **Response to Instruction**—Academic progress in response to grade-level instruction, including special education and related services designed to meet individual needs and classroom support for subjects assessed by the CMA, is such that the student likely will not achieve grade-level proficiency, even with instructional intervention.

More information on the criteria for CMA participation is posted on the STAR CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

Each student's IEP team decides whether a student is eligible, and the student's IEP must specify the CMA for STAR Program participation. The eligible student's IEP is to identify the subject(s) to be tested with the CMA and variations and/or accommodations, if any, to be used. A list of allowable variations and accommodations for students taking the CMA can be found under "Appropriate test variations and accommodations for the 2008 administration of the California Modified Assessment (CMA) based on the study of item format and delivery mode from the CMA" on the STAR CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

Students who take the CMA in one or more subjects also may participate in the STAR Program by taking one or more CSTs in different subjects. Students in grade three who take the CMA also take the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). In addition to the CMA and CSTs that are given in English, eligible Spanish-

speaking English learners take a designated primary language test (DPLT) in Spanish.

Test Content

Eligible students in grades three through five are assessed in English–language arts and/or mathematics. In grade five, eligible students also are assessed in science. The CMA blueprints (documents that show the specific content standards tested on each CMA) are available on the STAR CMA Blueprints Web page at <http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>.

Question Format

Questions on the CMA are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from three possible response options. Questions on the CMA are presented differently from questions on other STAR Program tests in that the type is larger, reading passages are shorter, and more graphics are included. Students in grade three mark their answers in the test booklet. Students in grades four and five mark an answer document.

To see examples of the questions on the CMA and the differences in format between the CST and the CMA, select “Differences Between CST and CMA” on the STAR CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

Reporting Summary Results

For 2008 only, summary scores reported for the CMA include the average percent correct for each grade and subject tested.

Internet summary CMA results are reported for schools, school districts, counties, and the state on the STAR Results Web page at <http://star.cde.ca.gov/>. In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students.

Additional Information

Additional information about the STAR Program, including the CMA, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

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Facts About the California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) is an alternative performance assessment for students with significant cognitive disabilities whose individualized education program (IEP) indicates their participation in the Standardized Testing and Reporting (STAR) Program by taking the CAPA.

Student Participation

Special education students with significant cognitive disabilities enrolled in grades two through eleven and special education students in ungraded programs took the CAPA in 2008.

CAPA Eligibility

Each student's IEP team determines whether a student will take the CAPA and what level of the CAPA he or she will take. The CAPA has five levels. Most students eligible for the CAPA take the level corresponding to their grade placement.

The five CAPA levels are as follows:

- Level I — Grades two through eleven (for the most significantly cognitively disabled students)
- Level II — Grades two and three
- Level III — Grades four and five
- Level IV — Grades six through eight
- Level V — Grades nine through eleven

Test Content

For the 2008 administration, students were assessed in English–language arts and mathematics. Students taking the CAPA in grades five, eight, and ten also were assessed in science. The CAPA measures students' achievement of California content standards for each subject tested.

Question Format

The CAPA is administered individually. The examiner asks the student to perform a task, then observes the performance, and records the response in accordance with a specific scoring guide. A certificated or licensed school staff member, who has been trained in CAPA testing procedures, administers the CAPA.

Reporting Summary Results

The CAPA reports for the 2008 administration show how well students performed in accordance with selected state content standards in English–language arts, mathematics, and science. Results show the student's CAPA scale score and performance levels for English–language arts and mathematics. The State Board of Education has established five performance levels for reporting the CAPA results: advanced, proficient, basic, below basic, and far below basic.

CAPA results in English–language arts and mathematics are reported as scale scores that range from 15 to 60. The minimum scale score

required to score at the proficient level on the CAPA is 35. The state target is for students taking the CAPA to score at the proficient or advanced level. The scale score ranges corresponding to each performance level for all subjects and levels on the CAPA can be found on pages 24 and 25.

Summary scores reported for the CAPA include the average (mean) scale score and the percentage of students scoring at or above the proficient level in English–language arts or mathematics. Because science results are being reported for the first time in 2008, only the percent correct score is reported for CAPA science.

The Internet summary CAPA results are reported for schools, school districts, counties, and the state on the STAR Results Web page at <http://star.cde.ca.gov/>. In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students. The CAPA scores are used along with results of other state tests to meet state and federal school and school district accountability requirements.

Internet Report Differences

The format of the CAPA Internet reports for the state is different from the format for the county, school district, and school reports. The state report includes the percentage of students by grade and subject who received scores within each of the five performance levels. The results are reported by grade for each of the five CAPA levels. The county, school district, and school reports include only the percentage of students who scored at or above the proficient level for each of the five CAPA levels.

Additional Information

Additional information about the STAR Program, including the CAPA, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

2008 STAR Program

Scale Score Ranges for the Performance Levels of the California Alternate Performance Assessment

(By Subject and Level)

The results for English–language arts and mathematics on the California Alternate Performance Assessment (CAPA) are reported in accordance with scale scores and the corresponding performance levels as shown in the tables that follow. The five performance levels designated for reporting the overall CAPA results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on the CAPA can be found under “Facts About the California Alternate Performance Assessment” on pages 22 and 23.

English–Language Arts

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–25	26–29	30–34	35–45	46–60
II	15–23	24–29	30–34	35–40	41–60
III	15–22	23–29	30–34	35–40	41–60
IV	15–24	25–29	30–34	35–40	41–60
V	15–24	25–29	30–34	35–41	42–60

Mathematics

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–20	21–29	30–34	35–42	43–60
II	15–25	26–29	30–34	35–40	41–60
III	15–24	25–29	30–34	35–42	43–60
IV	15–25	26–29	30–34	35–40	41–60
V	15–26	27–29	30–34	35–40	41–60

The grades that correspond with each CAPA level are as follows:

- Level I — Grades two through eleven (for the most significantly cognitively disabled students)
- Level II — Grades two and three
- Level III — Grades four and five
- Level IV — Grades six through eight
- Level V — Grades nine through eleven

2008 STAR Program

Facts About the Standards-based Tests in Spanish

The Standards-based Tests in Spanish (STS) consist of achievement tests in Spanish, developed exclusively for California's Spanish-speaking English learners. The STS are designed to assess the academic knowledge of these students with respect to California content standards in reading/language arts and mathematics. The questions on the STS assess the state content standards with the same rigor as the California Standards Tests (CSTs) at each of the corresponding grades. The STS questions are written in Spanish and are not Spanish translations of the CST questions, which are written in English.

The State Board of Education adopted the STS as one of two designated primary language tests (DPLTs) that currently are components of the STAR Program (*Education Code* Section 60640): the STS and the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3). This is because the STS thus far have been developed for grades two through seven. Over the next year, the STS will be developed for grades eight through eleven and phased in to replace the Aprenda 3. More information about the Aprenda 3 can be found under "Facts About the Aprenda: La prueba de logros en español, Tercera edición" on pages 28 and 29.

Student Participation

In 2008, students in grades two through seven who met either one of the following criteria took the STS:

- Spanish-speaking English learners who were enrolled in a school in the United States for less than 12 months cumulative; or
- Spanish-speaking English learners who were receiving instruction in Spanish regardless of how long they had been in school in the United States

School districts have the option of administering a DPLT to Spanish-speaking English learners who had been enrolled in a school in the United States for 12 months or more and who were not receiving instruction in Spanish.

All students who are eligible to take a DPLT also take the tests in the STAR Program that are administered in English. The STAR Program does not include DPLTs for English learners who speak primary languages other than Spanish.

Some students who are English learners and who are also students with disabilities take a DPLT under standard conditions. Others may receive special assistance. This assistance takes the form of test variations, accommodations, or modifications. A complete list of allowable test variations, accommodations, or modifications for students with disabilities is outlined in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Test Content

Eligible students in grades two through seven are assessed in reading/language arts and mathematics. State English–language arts content standards that can be assessed in Spanish are listed on the STS reading/language arts blueprints. The reading/language arts and mathematics blueprints are documents that show the specific standards tested on each STS. They are available on the STAR STS Blueprints Web page at <http://www.cde.ca.gov/ta/tg/sr/stsblueprints.asp>. Currently, sample test questions from the STS are not available.

Question Format

All questions on the STS are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through seven. All multiple-choice questions are machine scored. Unlike the CST in English–language arts, the STS in reading/language arts does not include a writing task in grades four and seven.

Reporting Summary Results

Internet summary STS results are reported for schools, school districts, counties, and the state on the STAR Results Web page at <http://star.cde.ca.gov/>. For 2008, the summary scores reported for the STS include the average percent correct score for each grade and subject tested. Scale scores and performance levels are not available for the STS in 2008. The STS results are not used to meet any state or federal accountability requirements.

In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students.

Additional Information

Additional information about the STAR Program, including the STS, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

2008 STAR Program

Facts About the Aprenda: La prueba de logros en español, Tercera edición

The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) is a nationally norm-referenced test series that measures general academic knowledge in Spanish. The State Board of Education adopted the Aprenda 3 as a designated primary language test (DPLT) for California's Spanish-speaking English learners.

The Aprenda 3 and the Standards-based Tests in Spanish (STS) are the two DPLTs of the STAR Program (*Education Code* Section 60640). Over the next year, the STS will be phased in to replace the Aprenda 3. More information about the STS can be found under "Facts About the Standards-based Tests in Spanish" on pages 26 and 27.

Student Participation

In 2008, students in grades eight through eleven who met either one of the following criteria took the Aprenda 3:

- Spanish-speaking English learners who were enrolled in a school in the United States for less than 12 months cumulative; or
- Spanish-speaking English learners who were receiving instruction in Spanish regardless of how long they had been enrolled in school in the United States

School districts have the option of administering a DPLT to Spanish-speaking English learners who had been enrolled in a school in the United States for 12 months or more and who were not receiving instruction in Spanish.

All students who are eligible to take a DPLT also take the tests in the STAR Program that are administered in English. The STAR Program does not include DPLTs for English learners who speak primary languages other than Spanish.

Some students who are English learners and who are also students with disabilities take a DPLT under standard conditions. Others may receive special assistance. This assistance takes the form of test variations, accommodations, or modifications. A complete list of the allowable test variations, accommodations, or modifications for students with disabilities is outlined in the *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Test Content

The Aprenda 3 series is based on a wide range of state, national, and international standards. It is designed to test the achievement of Spanish-speaking students in reading, language, spelling (grade eight only), and mathematics. The reading part of the test measures vocabulary and reading comprehension, and the language part focuses on effective writing skills. The mathematics part includes problem solving and procedures.

Question Format

Questions on the Aprenda 3 are in a multiple-choice format. Students are presented with a

question and asked to select the correct answer from four or five possible choices. Students mark their answer choices on an answer document that is machine scored.

Reporting Summary Results

The Aprenda 3 series is designed to provide norm-referenced interpretations. This means that to determine a score, each student's performance is compared to the performance of a sample of Spanish-speaking students from the same grade who took the Aprenda 3 the first time the series was administered. Because of the special nature of the comparison group, the percentile ranks reported for the Aprenda 3 are called reference group percentile ranks (RPRs or RPs).

Summary scores reported for the Aprenda 3 include the RP corresponding to the average scale score and the percentage of students scoring above the 25th, at or above the 50th, and above the 75th RPs for each grade and subject tested.

Internet summary Aprenda 3 results are reported for schools, school districts, counties, and the state on the STAR Results Web page at <http://star.cde.ca.gov/>. In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students. Aprenda 3 results are not used to meet any state or federal accountability requirements.

Additional Information

Additional information about the STAR Program, including the Aprenda 3, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

2008 STAR Program

Overview of Internet Reports

The 2008 Standardized Testing and Reporting (STAR) Program Internet summary reports are accessible through the California Department of Education STAR Results Web page at <http://star.cde.ca.gov/>. This Web page allows access to results for the six components of the STAR Program:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

The STAR Results Web page also provides links to previous years' STAR Program results (going back to 1998) and other related resources.

The minimum Web browser requirements for viewing the 2008 STAR Program Internet summary reports are Microsoft Internet Explorer version 5.5 or above, Mozilla Firefox 0.8 or above, or another Web browser compatible with these browser standards.

When the 2008 STAR Program Internet summary results are released, research files that contain the same information provided on the Internet reports will be available in a variety of formats. Statewide research files are available in comma-delimited, fixed-length, and extensible markup language (XML) formats. County and school district files are available only in comma-delimited formats, as are the Aprenda 3 research files. These formats are provided to allow for more complex analyses and customized reporting of the summary data.

The research files for the 2008 STAR Program results will be available on the California STAR Program Web page at <http://star.cde.ca.gov/star2008/>

as of August 14, 2008. Instructions for downloading research files, a description of the software requirements, and research file layouts also can be found on this Web page by selecting “Research Files” on the upper left-hand navigation bar.

Levels and Groups Reported

The Internet summary reports can be viewed for each of the STAR Program tests at the state, county, school district, or school level. In addition, the Internet summary reports can be accessed for “All Students” and the following groups, which incorporate over 40 demographic subgroups:

- (Students with) Disabilities
- Economic Status
- Economic Status (Disadvantaged) by Ethnicity
- Economic Status (Not Disadvantaged) by Ethnicity
- English-Language Fluency
- Ethnicity
- Gender
- Parent Education (not for Apenda 3)
- Special Program Participation (e.g., Title I, Gifted and Talented, English Learner in ELD) (not for Apenda 3)

Tests, Grades, and Subjects/Courses Reported

The Internet reports display the following summary results organized by tests, grades, and subjects and/or courses:

- CST grade-level results:
 - English–language arts (grades two through eleven)
 - Mathematics (grades two through seven)
 - History–social science (grade eight)
 - Science (grades five, eight, and ten)

- CST results in mathematics for grades eight through eleven:
 - General Mathematics (grades eight and nine)
 - Algebra I (grades seven through eleven)
 - Geometry
 - Algebra II
 - Summative High School Mathematics (grades nine through eleven)
 - Integrated Mathematics 1, 2, and 3
- CST results in history–social science for grades nine through eleven:
 - World History
 - U.S. History (grade eleven)
- CST results in science for grades nine through eleven:
 - Biology
 - Earth Science
 - Chemistry
 - Physics
 - Integrated/Coordinated Science 1, 2, 3, and 4
- CAT/6 Survey results for grades three and seven:
 - Reading
 - Language
 - Spelling
 - Mathematics
- CMA results for grades three through five:
 - English–language arts
 - Mathematics
 - Science (grade five)
- CAPA results for levels I through V:
 - English–language arts
 - Mathematics
 - Science (grades five, eight, and ten)
- STS results for grades two through seven:
 - Reading/language arts
 - Mathematics

- Aprenda 3 results for grades eight through eleven:
 - Reading
 - Language
 - Spelling (grade eight)
 - Mathematics

Terms and Scores Reported

The STAR Program Internet reports display results for each test by the following terms and scores:

- **CSTs**
 - Enrollment for each grade
 - Number of students tested for each test and grade
 - Students with scores
 - Percentage of enrolled students who were tested
 - Mean scale score
 - Percentage of students scoring at each performance level
- **CAT/6 Survey**
 - Enrollment for each grade
 - Number of students tested
 - National percentile rank (NPR) for an “average” student
 - Percentage of students scoring in the top quarter (above 75th NPR)
 - Percentage of students scoring in the top half (at or above 50th NPR)
 - Percentage of students scoring in top three-quarters (above 25th NPR)
 - Mean scale score
- **CMA**
 - Reported enrollment for each grade
 - Number of students tested for each test and grade
 - Percentage of enrollment for each grade
 - Students with scores
 - Average percent correct
- **CAPA**
 - Number of students tested for each test level and grade (state report only)

- Number of students tested for each test level (county, school district, and school reports)
- Students with scores
- Mean scale score (CAPA English–language arts and mathematics only)
- Percentage of students scoring at each performance level (state report only; CAPA English–language arts and mathematics only)
- Percentage of students scoring at or above the proficient level (county, school district, and school reports; CAPA English–language arts and mathematics only)
- Average percent correct (CAPA science only)

■ STS

- Enrollment for each grade
- Number of students tested for each test and grade
- Students with scores
- Average percent correct

■ Appendix 3

- Number of students tested
- Reference percentile rank for an “average” student
- Percentage of students scoring in the top quarter (above 75th RP*)
- Percentage of students scoring in the top half (at or above 50th RP*)
- Percentage of students scoring in top three-quarters (above 25th RP*)
- Mean scaled score

CST Summary Report

The CST Summary Report provides information about the students who scored at the proficient or advanced level in all grades and subjects tested. The following subjects are displayed on this report:

- English–language arts (grades two through eleven)
- History–social science (grades eight and eleven, and end-of-course)
- Mathematics (grades two through seven, and end-of-course)
- Science CST (grades five, eight, and ten)
- Science end-of-course

* RP stands for Reference Group Percentile Rank.

Individual Student Results

Individual student results are not reported on the Internet. Further, in order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students.

Overview of Internet Reports

Questions and Answers: Internet Reporting

How can the media and the public obtain the 2008 STAR Program test results?

The primary sources for the 2008 STAR Program test results are the “School, District, County and Statewide Summary Results” and the STAR Research Files, which can be accessed as noted in the box that follows at the end of these questions and answers.

Will individual student test results be posted on the Internet?

No. Test results for individual students are confidential and are available only to the students’ parents and guardians and their teachers and school administrators.

How will the results for the grades four and seven California Writing Standards Tests be reported?

Students in grades four and seven respond to a writing prompt for the California Writing Standards Tests (CSTs in writing). Scores from these tests are combined with results from multiple-choice questions to provide the overall score and performance level for the CST in English–language arts. There is no separate Internet reporting for the CSTs in writing.

Can Internet summary results be compared from year to year?

CST results can be compared within the same grade and subject. For example, 2008 grade six mathematics results can be compared to 2007 grade six mathematics results. This comparison can be made across years within a school, between schools, or between a school and its school district, county, or the state. When making comparisons, one can compare the average scale score, the percentage of students scoring at each performance level, or the percentage of students scoring at the proficient or advanced performance level.

Comparisons should not be made between grades or subjects. For example, grade six mathematics should not be compared to grade five mathematics or to grade six English–language arts.

Additional information about comparing results of the 2008 STAR Program tests is available on the STAR Help Web page at http://star.cde.ca.gov/star2008/help_comparescores.asp.

May the media and the public see the STAR Program tests that were administered?

No. The tests may be seen only by the students who participate in the STAR Program and, under special circumstances, by legislators and school board members. These security precautions ensure that the tests are fair for all students and that test questions may be used for more than one year.

The California Department of Education has released CST questions from previous test administrations. These released test questions can be viewed on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

How final are the Internet results posted on August 14?

The results posted on the Internet on August 14 are preliminary until school districts complete their review of the data. Revisions of these results are expected to be made during the fall, with the final 2008 results being posted in December. In addition, some school districts do not complete testing in time to have their results reported by August 14. Preliminary results for these school districts will not be posted until September.

Note:

- The 2008 STAR Program summary results are posted on the STAR Results Web page at <http://star.cde.ca.gov/>.
- The STAR Research Files can be found on the California STAR Program Web page at <http://star.cde.ca.gov/star2008/>; select "Research Files" on the upper left-hand navigation bar.

Overview of Internet Reports

Accessing the Internet Reports

This section provides directions for accessing the results of all of the following STAR Program tests on the California Department of Education Web site:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

Reports for the state, counties, school districts, and schools and for any tests in the STAR Program can be accessed using the information that follows.

Accessing Results of the CSTs, CAT/6 Survey, CMA, CAPA, STS, and Aprenda 3 and the CST Summary Report:

To access results of the 2008 CSTs, CAT/6 Survey, CMA, CAPA, STS, and Aprenda 3 and the CST Summary Report, take the following steps:

1. Go to the STAR Results Web page at <http://star.cde.ca.gov/>.
2. Select “STAR 2008 Test Results (Schools, District, County and Statewide Summary Results)” to go to the California STAR Program Web page.
3. To access results of the CSTs, CAT/6 Survey, CMA, CAPA, and STS and the CST Summary Report from the California STAR Program Web page, select “Test Results” on the upper left-hand navigation bar.

The following panel will appear on the screen:

4. To access results of the Aprenda 3 from the California STAR Program Web page:

- Select the Aprenda 3 link in the list of tests.
- Select “Aprenda 3 Homepage” on the upper left-hand navigation bar.
- Select “Test Results” on the upper left-hand navigation bar.

The following panel will appear on the screen:

For the remaining steps, use the pull-down menus on the panel to select the results you want to view.

5. Select the test (CST, CAT/6 Survey, CMA, CAPA, or STS) or the CST Summary Report. **Note:** The panel for the Aprenda 3 has no test drop-down box. Select the year.
6. Select the level of results (State, County, District, or School). The state-level results are provided if no level is specified. If another level is desired, select the county first, followed by the district, and then the school.
7. Select the Group and Subgroup.

Once you have made your choices, select “View Report” to see the report. More detailed information about how to use the pull-down menus to find test results is available on the STAR Help Web page at http://star.cde.ca.gov/star2007/help_navigating.asp. (After August 14, 2008, the Web page address will be http://star.cde.ca.gov/star2008/help_navigating.asp.)

All STAR Program Internet summary reports for 2008 can be printed by selecting “Print Report,” which appears on the upper and lower right-hand side of the report. More detailed instructions about printing reports are available on the STAR Help Web page at http://star.cde.ca.gov/star2007/help_viewscores.asp. (After August 14, 2008, the Web page address will be http://star.cde.ca.gov/star2008/help_viewscores.asp.)

Sample Internet Reports

Sample Internet reports for each test in the STAR Program are provided on pages 41 through 53.

2008 STAR Program

Sample Internet Reports

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: ----

California Standards Test Scores - 2008

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
CST English-Language Arts											
Students Tested	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.3x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CST Mathematics											
Students Tested	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx					
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %					
Students with Scores	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx					
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x					
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %					
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %					
% Basic	xx %	xx %	xx %	xx %	xx %	xx %					
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %					
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							xxx,xxx	xxx,xxx			xxx,xxx
% of Enrollment							xx.x %	xx.x %			
Students with Scores							xxx,xxx	xxx,xxx			xxx,xxx
Mean Scale Score							xxx.x	xxx.x			xxx.x
% Advanced							xx %	xx %			xx %
% Proficient							xx %	xx %			xx %
% Basic							xx %	xx %			xx %
% Below Basic							xx %	xx %			xx %
% Far Below Basic							xx %	xx %			xx %
CST Algebra I											
Students Tested							xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment							xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores							xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %	xx %	xx %	xx %	xx %

% Proficient	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
CST Integrated Math 1						
Students Tested	x,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
% of Enrollment		xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	x,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
CST Geometry						
Students Tested	xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
CST Integrated Math 2						
Students Tested	x,xxx	x,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
% of Enrollment		xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	x,xxx	x,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xxx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
CST Algebra II						
Students Tested	xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
CST Integrated Math 3						
Students Tested	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %
CST Summative High School Mathematics (Grade 9-11)						
Students Tested		x,xxx	xx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment		xx.x %	xx.x %	xx.x %	xx.x %	xx.x %

Students with Scores	x,xxx	xx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST History - Social Science Grade 8 Cumulative				
Students Tested	xxx,xxx			
% of Enrollment	xx.x %			
Students with Scores	xxx,xxx			
Mean Scale Score	xxx.x			
% Advanced	xx %			
% Proficient	xx %			
% Basic	xx %			
% Below Basic	xx %			
% Far Below Basic	xx %			
CST World History				
Students Tested	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Students with Scores	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST U.S. History				
Students Tested			xxx,xxx	
% of Enrollment			xx.x %	
Students with Scores			xxx,xxx	
Mean Scale Score			xxx.x	
% Advanced			xx %	
% Proficient			xx %	
% Basic			xx %	
% Below Basic			xx %	
% Far Below Basic			xx %	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested	xxx,xxx	xxx,xxx	xxx,xxx	
% of Enrollment	xx.x %	xx.x %	xx.x %	
Students with Scores	xxx,xxx	xxx,xxx	xxx,xxx	
Mean Scale Score	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	
CST Biology/Life Sciences				
Students Tested		xxx,xxx	xxx,xxx	xxx,xxx
% of Enrollment		xx.x %	xx.x %	xx.x %
Students with Scores		xxx,xxx	xxx,xxx	xxx,xxx
Mean Scale Score		xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %
% Proficient		xx %	xx %	xx %
% Basic		xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %

CST Chemistry				
Students Tested	XX,XXX	XXX,XXX	XXX,XXX	XXX,XXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XX,XXX	XXX,XXX	XXX,XXX	XXX,XXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Earth Science				
Students Tested	XXX,XXX	XXX,XXX	XXX,XXX	XXX,XXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXX,XXX	XXX,XXX	XXX,XXX	XXX,XXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Physics				
Students Tested	XX,XXX	XX,XXX	XXX,XXX	XXX,XXX
% of Enrollment	X.X %	X.X %	X.X %	
Students with Scores	XX,XXX	XX,XXX	XXX,XXX	XXX,XXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 1				
Students Tested	XXX,XXX	XXX,XXX	XXX,XXX	XXX,XXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXX,XXX	XXX,XXX	XXX,XXX	XXX,XXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 2				
Students Tested	XX,XXX	XX,XXX	XX,XXX	XX,XXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XX,XXX	XX,XXX	XX,XXX	XX,XXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 3				
Students Tested	XX,XXX	XX,XXX	XX,XXX	XX,XXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XX,XXX	XX,XXX	XX,XXX	XX,XXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %

% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 4				
Students Tested	x,xxx	x,xxx	x,xxx	x,xxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Students with Scores	x,xxx	x,xxx	x,xxx	x,xxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing:	x,xxx,xxx	County Name:	----
Total Number Tested:	x,xxx,xxx	District Name:	----
Total Number Tested in Selected Subgroup:	x,xxx,xxx	School Name:	----
		CDS Code:	----

California Standards Test Summary Report - 2008

English-Language Arts (Grades 2-11)	
Students with Scores	x,xxx,xxx
% Proficient or Advanced	xx.x %
History (Grades 8 and 11, and end-of-course)	
Students with Scores	x,xxx,xxx
% Proficient or Advanced	xx.x %
Mathematics (Grades 2-7, and end-of-course)	
Students with Scores	x,xxx,xxx
% Proficient or Advanced	xx.x %
Science CST (Grades 5, 8, and 10)	
Students with Scores	x,xxx,xxx
% Proficient or Advanced	xx.x %
Science End-of-Course	
Students with Scores	x,xxx,xxx
% Proficient or Advanced	xx.x %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing:	x,xxx,xxx	County Name:	----
Total Number Tested:	x,xxx,xxx	District Name:	----
Total Number Tested in Selected Subgroup:	x,xxx,xxx	School Name:	----
		CDS Code:	----

CAT/6 Survey Test Scores - 2008

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment		xxx,xxx				xxx,xxx				
CAT/6 Reading										
Students Tested		xx,xxx				xxx,xxx				
Students with Scores		xxx,xxx				xx,xxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
CAT/6 Language										
Students Tested		xxx,xxx				xxx,xxx				
Students with Scores		xxx,xxx				xxx,xxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
CAT/6 Mathematics										
Students Tested		xxx,xxx				xxx,xxx				
Students with Scores		xx,xxx				xxx,xxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
CAT/6 Spelling										
Students Tested		xxx,xxx				xxx,xxx				
Students with Scores		xxx,xxx				xxx,xxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At Or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: ----

California Modified Assessment - 2008

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment		xxx,xxx	xxx,xxx	xxx,xxx						
CMA English-Language Arts										
Students Tested		xx,xxx	xx,xxx	xx,xxx						
% of Enrollment		xx.x %	xx.x %	xx.x %						
Students with Scores		xx,xxx	xx,xxx	xx,xxx						
Average % Correct		xx %	xx %	xx %						
CMA Mathematics										
Students Tested		xx,xxx	xx,xxx	xx,xxx						
% of Enrollment		xx.x %	xx.x %	xx.x %						
Students with Scores		xx,xxx	xx,xxx	xx,xxx						
Average % Correct		xx %	xx %	xx %						
CMA Science										
Students Tested				xx,xxx						
% of Enrollment				xx.x %						
Students with Scores				xx,xxx						
Average % Correct				xx %						

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: ----

California Alternate Performance Assessment Scores - 2008

Total Number Tested in CAPA: xx,xxx
 Percent Tested: (8,713 / 4,752,533) x.xx %

Level I Grades

	2	3	4	5	6	7	8	9	10	11
CAPA English-Language Arts										
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics										
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Science										
Students Tested		xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores		xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Average % Correct		xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %

	Level II		Level III		Level IV			Level V		
	Grades		Grades		Grades			Grades		
	2	3	4	5	6	7	8	9	10	11
CAPA English-Language Arts										
Students Tested	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Students with Scores	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x

% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics										
Students Tested	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Students with Scores	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Science										
Students Tested			x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Students with Scores			x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Average % Correct			xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %

California Standardized Testing and Reporting (STAR)

xxxxxxxxxx County

All Students

Total Enrollment on First Day of Testing: xxx,xxx
 Total Number Tested: xxx,xxx
 Total Number Tested in Selected Subgroup: xxx,xxx

County Name: xxxxxxxxxxxx County
 District Name: ----
 School Name: ----
 CDS Code: xx-00000-0000000

California Alternate Performance Assessment Scores - 2008

Total Number Tested in CAPA: xxx
 Percent Tested: (xx / xxx,xxx) x.xx %

	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
CAPA English-Language Arts					
Students Tested	xxx	xxx	xxx	xxx	xxx
Students with Scores	xxx	xxx	xxx	xxx	xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x
% At or Above Proficient	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics					
Students Tested	xxx	xxx	xxx	xxx	xxx
Students with Scores	xxx	xxx	xxx	xxx	xxx
Mean Scale Score	xx.x	xx.x		xx.x	xx.x
% At or Above Proficient	xx %	xx %	xx %	xx %	xx %
CAPA Science					
Students Tested		xxx	xxx	xxx	xxx
Students with Scores		xxx	xxx	xxx	xxx
Average % Correct		xx %	xx %	xx %	xx %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: ----

Standards-based Tests in Spanish - 2008

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx	xxx,xxx				
STS Reading-Language Arts										
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx				
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %				
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx				
Average % Correct	xx %	xx %	xx %	xx %	xx %	xx %				
STS Mathematics										
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx				
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %				
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx				
Average % Correct	xx %	xx %	xx %	xx %	xx %	xx %				

California Designated Primary Language Test (DPLT)

State of California

All Students

Total Number Tested: xxxxx

County Name: ----

District Name: ----

School Name: ----

CDS Code: --

APRENDIA 3 Test Scores - 2008

Grades

	2	3	4	5	6	7	8	9	10	11
Total Tested							xxxx	xxxx	xxxx	xxxx
Reading										
Students Tested							xxxx	xxxx	xxxx	xxxx
RPR for "Avg." Student Score							xx	xx	xx	xx
% Scoring Above 75th RP							xx%	xx%	xx%	xx%
% Scoring At or Above 50th RP							xx%	xx%	xx%	xx%
% Scoring Above 25th RP							xx%	xx%	xx%	xx%
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x
Mathematics										
Students Tested							xxxx	xxxx	xxxx	xxxx
RPR for "Avg." Student Score							xx	xx	xx	xx
% Scoring Above 75th RP							xx%	xx%	xx%	xx%
% Scoring At or Above 50th RP							xx%	xx%	xx%	xx%
% Scoring Above 25th RP							xx%	xx%	xx%	xx%
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x
Language										
Students Tested							xxxx	xxxx	xxxx	xxxx
RPR for "Avg." Student Score							xx	xx	xx	xx
% Scoring Above 75th RP							xx%	xx%	xx%	xx%
% Scoring At or Above 50th RP							xx%	xx%	xx%	xx%
% Scoring Above 25th RP							xx%	xx%	xx%	xx%
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x
Spelling										
Students Tested							xxxx	0	0	0
RPR for "Avg." Student Score							xx	*	*	*
% Scoring Above 75th RP							xx%	*	*	*
% Scoring At or Above 50th RP							xx%	*	*	*
% Scoring Above 25th RP							xx%	*	*	*
Mean Scaled Score							xxx.x	*	*	*

Internet Reports Explaining 2008 STAR Program Summary Results to the Public

Assistance for School District and School Staff

Appendixes

Appendix A
Standardized Testing and Reporting Program, 2008–1997:
A Reverse Chronology

Appendix B
Glossary of Terms and Acronyms

Appendix C
Resources Available on the Internet

Appendix A

Standardized Testing and Reporting Program, 2008–1997: A Reverse Chronology

- | | |
|--|--|
| <p>2008</p> <ul style="list-style-type: none"> Standards-based Tests in Spanish (STS) expanded to include grades two through seven, with the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) administered in grades eight through eleven California Alternate Performance Assessment (CAPA) revised to be more closely aligned to selected California content standards for each grade tested Science added to the CAPA in grades five, eight, and ten California Modified Assessment (CMA) for English–language arts, mathematics, and science added to the Standardized Testing and Reporting (STAR) Program in grades three through five for students who have an individualized education program (IEP) and meet eligibility criteria (science in grade five only) <p>2007</p> <ul style="list-style-type: none"> STS in reading/language arts and mathematics administered in grades two through four, replacing Aprenda 3 for those grades as the designated primary language test (DPLT) for the STAR Program State Board of Education (SBE) approved STS blueprints for reading/language arts and mathematics for grades eight through eleven <p>2006</p> <ul style="list-style-type: none"> California Standards Tests (CSTs) in science added to grades eight and ten | <ul style="list-style-type: none"> Aprenda 3 administered as the DPLT in grades two through eleven SBE approved new CAPA blueprints SBE approved STS blueprints in reading/language arts and mathematics for grades five through seven <p>2005</p> <ul style="list-style-type: none"> CSTs in science field-tested for grades eight and ten CAPA science tasks field-tested for grades five, eight, and ten Aprenda 3 designated as the DPLT to replace the Spanish Assessment of Basic Education, Second Edition (SABE/2) SBE approved STS blueprints in reading/language arts and mathematics for grades two through four <p>2004</p> <ul style="list-style-type: none"> CST in science added to grade five Early Assessment Program (EAP) for English–language arts and mathematics administered as an augmentation for students taking the grade eleven English–language arts, Algebra II, and Summative High School Mathematics CSTs to produce information about students' readiness for college SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001 |
|--|--|

	<ul style="list-style-type: none"> STAR Program reauthorized until 2011, with the norm-referenced test in grades three and seven only SBE adopted regulations allowing the use of specified CST scores to qualify for the Golden State Seal Merit Diploma Senate Bill 1448 authorized the development of the STS in reading/ language arts and mathematics to become the DPLT for the STAR Program 	2000 <ul style="list-style-type: none"> California Reading List Number added to reports of STAR Program results
		1999 <ul style="list-style-type: none"> CSTs in English–language arts and mathematics added to the STAR Program to address state content standards; DPLT added for Spanish-speaking students who are English learners SBE designated the SABE/2 as the DPLT for the STAR Program
2003	<ul style="list-style-type: none"> California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) designated as the norm-referenced test for the STAR Program to replace the Stanford Achievement Test, Ninth Edition (Stanford 9) CAPA for English–language arts and mathematics added to the STAR Program for grades two through eleven to assess students with significant cognitive disabilities Performance levels designated for the CAPA in English–language arts and mathematics 	1998 <ul style="list-style-type: none"> Stanford 9 administered as the norm-referenced test in grades two through eleven
		1997 <ul style="list-style-type: none"> STAR Program authorized until 2003; required testing of all students in English with an SBE-approved nationally norm-referenced test in reading, spelling, writing, and mathematics for grades two through eight; and in reading, writing, mathematics, history–social science, and science for grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results SBE designated the Stanford 9 as the norm-referenced test for the STAR Program
2002	<ul style="list-style-type: none"> STAR Program reports redesigned to focus on CST results Performance levels designated for CSTs in mathematics, history–social science, and science STAR Program reauthorized until 2005 	
2001	<ul style="list-style-type: none"> CSTs in history–social science and science for grades nine through eleven and CST in writing for grades four and seven added to the STAR Program Performance levels designated for CST in English–language arts 	

Appendix B

Glossary of Terms and Acronyms

Academic Performance Index

The academic performance index (API) is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the California Department of Education API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of the allowable accommodations is outlined in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Adequate Yearly Progress

Adequate yearly progress (AYP) is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the California Department of Education AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Aprenda: La prueba de logros en español, Tercera edición

The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) measures students' achievement of general academic knowledge in Spanish. In 2008, this norm-referenced test is for Spanish-speaking English learners in grades eight through eleven.

Average Percent Correct

This statistic is the arithmetic mean or average of the percent correct scores for groups of students who took the test for each grade and subject tested.

Blueprints

The blueprints outline the specific California content standards tested and the number of questions by grade, subject, or course for each standards-based test component of the STAR Program.

California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) measures students' achievement of California content standards in English–language arts, mathematics, and science. This alternate assessment is for students in grades two through eleven who have significant cognitive disabilities and cannot take the CSTs, even with accommodations or modifications.

California Modified Assessment

The California Modified Assessment (CMA) measures students' achievement of California content standards in English–language arts, mathematics, and in grade five, science. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education. In 2008, these tests are for grades three through five.

California Standards Tests

The California Standards Tests (CSTs) measure students' achievement of California content standards in English–language arts, mathematics, science, and history–social science. These tests are for students in grades two through eleven.

California Achievement Tests, Sixth Edition Survey

The California Achievement Tests, Sixth Edition (CAT/6 Survey) measure students' achievement of general academic knowledge in core subjects. These norm-referenced tests provide national comparisons for students in grades three and seven only.

Content Standards

Adopted by the State Board of Education, state content standards are statements that describe what all students in California public schools should know and be able to do in particular subjects or courses and grades. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

End-of-Course

The end-of-course (EOC) designation on the Internet reports summarizes the results for all students across grades within a school, district, county, or the state who took each course-specific California Standards Test (CST), such as Algebra I, Biology, or World History.

Mean Scale Score

A mean scale score reported for the California Standards Tests (CSTs), California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), or Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) is the arithmetic mean or average of the scale scores for groups of students who took the test without modifications. A mean scale score reported for the California Alternate Performance Assessment (CAPA) is the arithmetic mean or average of the scale scores for all students who took the CAPA at the relevant grade and CAPA level.

Modifications

A modification is a change to the testing conditions, procedures, and/or formatting; therefore, the results are counted differently for accountability and reporting purposes. A complete list of the allowable modifications is outlined in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

National Percentile Rank

A national percentile rank (NPR) is the percentage of students in a national sample in the same grade and tested at a comparable time of the school year, whose scores fall below the score for a given student. For example, if a student scores at the 60th NPR, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group).

No Child Left Behind Act of 2001

The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act. NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state's content standards for proficiency in English—language arts and mathematics by 2014. Schools, school districts, county offices of education, and the state must demonstrate adequate yearly progress (AYP) toward achieving that goal.

Norm-Referenced Test

A norm-referenced test (NRT) is a test in which individual student or group performance is compared to that of a larger group. Usually, the larger group (norm group) is a national sample representing a wide and diverse cross-section of students. The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) and Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) are NRTs.

Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group test results of the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA): advanced, proficient, basic, below basic, and far below basic. The State Board of Education set proficient or advanced as the target performance level on the CSTs and CAPA for all California students.

Reference Group Percentile Rank

Reference Group Percentile Rank (RPR or RP) is similar to a national percentile rank (NPR). Where an NPR compares student achievement to a sample of students selected to represent the nation as a whole, an RP is used to compare student achievement to a specific reference group. The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) series uses RPs that compare each student's scores to the scores of a reference group of Spanish-speaking students in bilingual classes.

Released Test Questions

Released Test Questions (RTQs) are selected questions taken from prior administrations (2003–2007) of the California Standards Test (CST) in English–language arts, mathematics, science, and history–social science. These questions cover a selection of California content standards, demonstrate a range of difficulties, and represent a variety of ways in which content standards can be assessed. Because RTQs are released to the public, they will not appear on future CSTs.

Scale Score

Scale scores are derived from the number or percentage of questions that students must answer to score at each performance level. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance. The scale scores for the California Standards Tests (CSTs) range from a low of 150 to a high of 600. The California Alternate Performance Assessment (CAPA) scale scores range from a low of 15 to a high of 60. These scale score ranges do not change from year to year.

Scoring Rubric

Scoring rubrics are guidelines that are used to score the student work written in response to the writing tasks that are part of the California Standards Test (CST) in English–language arts in grades four and seven. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English–language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's written response. The score is then doubled and combined with the results of the multiple-choice questions to produce an overall English–language arts score and performance level.

Standardized Assessments

Standardized assessments have a consistent set of procedures for designing, administering, and scoring the assessments. The purpose of standardization is to ensure that all students are assessed under the same conditions so that their scores will have the same meaning and will not be influenced by differing conditions.

Standardized Testing and Reporting Program

First authorized by law in 1997, the Standardized Testing and Reporting (STAR) Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state-adopted content standards for English–language arts, mathematics, history–social science, and science. The STAR Program for 2008 had six components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Standards-based Tests in Spanish (STS)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

Standards-based Assessments

Standards-based assessments are developed to align with specific California content standards. Results on standards-based assessments are reported on the basis of clearly defined performance categories or levels. The California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) are standards-based assessments.

Standards-based Tests in Spanish

The Standards-based Tests in Spanish (STS) consist of achievement tests in Spanish, developed exclusively for California's Spanish-speaking English learners. The STS are designed to assess the academic knowledge of these students with respect to California content standards in reading/language arts and mathematics.

State Board of Education

The State Board of Education (SBE) is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the *Education Code*. The SBE has 11 members, who are appointed by the Governor.

Subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited-English proficient, and socioeconomically disadvantaged.

Test Variations

A test variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. It includes, but is not limited to, accommodations and modifications. A complete list of the allowable test variations for students with disabilities and variations for students who are English learners is outlined in the following two documents:

- *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)* (for all statewide assessments except the CMA)
- *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)* (for all statewide assessments except the CMA)

These documents are available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Writing Prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to write a response. Writing prompts are included in the CSTs in English–language arts for grades four and seven. Each of these tests includes one writing prompt.

Appendix C

Resources Available on the Internet

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/>

California Content Standards

<http://www.cde.ca.gov/be/st/ss/>

California Reading List

<http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>

California Standards Tests (CSTs)

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

CST in Writing

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

CST Released Test Questions

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

DataQuest Parents Reference Page

<http://dq.cde.ca.gov/dataquest/DQP.htm>

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007) (for all statewide assessments except the CMA)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007) (for all statewide assessments except the CMA)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix of the California Modified Assessment Test Variations and Accommodations for the 2008 Administration

(**Note:** This document can be found in “Appropriate test variations and accommodations for the 2008 administration of the California Modified Assessment (CMA) based on the study of item format and delivery mode from the CMA.”)

<http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/ta/tg/sr/>

STAR California Alternate Performance Assessment (CAPA) Blueprints

<http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>

STAR California Modified Assessment (CMA) Blueprints

<http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>

STAR CST Blueprints

<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

STAR Standards-based Tests in Spanish (STS) Blueprints

<http://www.cde.ca.gov/ta/tg/sr/stsblueprints.asp>

STAR 2008 Test Results

(**Note:** School, district, county and statewide summary results are available on this Web page.)

<http://star.cde.ca.gov/>

Outside Sources**California State University (CSU) English Success**

<http://www.csuenglishsuccess.org/> (Outside Source)

CSU Math Success

<http://www.csumathsuccess.org/> (Outside Source)

CTB/McGraw-Hill

<http://www.ctb.com/> (Outside Source)

Early Assessment Program

<http://www.calstate.edu/eap/> (Outside Source)